

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Art Year Group: Year 3/4 - Cycle B		Area of learning: Painting
Links to previous work/Remember when	<u>Painting experiences in Y1/2</u> Describe colours using the terms 'warm', 'cool', 'light', 'dark'. Mix a range of secondary colours. Talk about why they have selected particular colours for their artwork. With guidance, begin adding more detail to their work. Show control in their use of colour. Understand that paint can be used in different ways to achieve different effects. Combine materials and tools and explore how to achieve different effects. Select colours to express mood.	
Term	Year 3/4	Key Skills to be taught
Spring 2024 What the children should know at the end of this series of lessons		<u>Painting skills for Y3/4</u> Explore how adding more / less water to watercolours can dramatically change the effect. Demonstrate increasing control of the types of marks made to create certain effects using paint. Begin to alter paint colour using white, grey and black. Observe colour. Begin to understand and identify complementary colours and warm and cool colours. Adopt confidence when mixing and applying colour. Use a good vocabulary of art terms related to colour concepts such as transparency and strong, tone and shade.

Vocabulary

bold, watery, intense, strong, opaque, translucent, transparent, vibrant, wash, tint, background, foreground, complementary, tone, hue, shade

Sequence of learning	Learning objectives / outcomes	Suggested lesson outline
1	Learning Objective: <i>To understand what primary, secondary and tertiary colours are and which colours are used to create them.</i> Key Knowledge:	Recap: What are the primary colours? What is special about these three colours? Use the 'Lesson 1' Google Slides to refresh the children's memory on the primary colour wheel. Move onto the secondary and tertiary colour wheel. https://www.youtube.com/watch?v=1wxhHFTm3a4 - 40 sec video - colour mixing - quite fascinating. Children use the colour wheel template

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	<p>Primary: There are 3 primary colours - red, blue, yellow</p> <p>Secondary: There are 3 secondary colours - orange, purple, green - these are made by mixing certain primary colours.</p> <p>Tertiary colours are made by mixing together a primary and secondary colour which then creates a different tone of a basic colour e.g. 'olive green' 'chestnut brown'</p>	<p>to create their own colour wheel to show all 12 colours.</p> <p>Children should use their sketchbooks in the first instance to practise mixing paint colours to achieve the desired colour for each segment of the wheel and to ensure they have the correct colour before painting directly onto their main wheel.</p> <p>*It may be effective / easier for the children if the wheel template was enlarged to A3.</p>
2	<p>Learning Objective: To know how to create tints, shades and tones of colours with paint.</p> <p>Key Knowledge: Tint: When you add only white to a colour Hue: Another word for colour Tone: When you add both white and black to a colour Shade: When you add only black to a colour</p>	<p>Recap: What happens when you add white paint to a colour? What about black?</p> <p>Follow the 'Lesson 2' Google Slides and explore tone, tint and shade.</p> <p>Do children understand the difference between tints, shades and tones?</p> <p>Extension option: Can children create tints, shades and tones to match a given colour? e.g. the colour of a pencil pot. All work in sketch books please.</p>

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3	<p>Learning Objective: <i>To learn who Lorene Edwards Forkner is. To explore tones of colour in nature using paints and a colour grid.</i></p> <p>Key Knowledge:</p> <p><i>Lorene calls herself a 'colourist', not an artist, as it is purely colour that she works with.</i></p> <p><i>Always do a test patch / swatch in sketchbooks or on scrap paper before painting onto your final piece when colour mixing - take your time and enjoy experimenting!</i></p>	<p>Recap: What do the terms: tint, tone and shade mean? What are the differences between them?</p> <p>Introduce Lorene Edwards Forkner using the 'Lesson 3' Google Slides.</p> <p>Teachers either have flowers / leaves etc. ready - or a clear close up photograph of a flower - or the children bring in their own / go to the wildlife area to select a 'piece of nature' as their subject to create their own colour study from, as they have seen examples from the Lorene Edwards Google Slides.</p> <p>Ensure their subject is laid on white paper to eliminate distraction and to easier identify tones of colour. Children study their piece and using their knowledge of mixing colours to create different tones / shades etc, start mixing colours and testing swatches in sketch books.</p> <p>Encourage chn to hold the subject up against the test swatches regularly to allow them to note how the colours relate to one another, which tells me how close I'm getting to a match. Once satisfied that they have a colour match, chn need to replicate that colour on their colour study grid and then move on to the next hue.</p>
4	<p>Learning Objective: <i>To explore tones of colour in nature using paints and a colour grid.</i></p>	<p>Recap: What can you take from yesterday's session on colour mixing to help you more easily achieve your desired colours today?</p> <p>Cont with colour studies.</p> <p>When finished, label the painting with the name of the subject. Finally, once the painting has dried, place the subject on top of the grid to see how close they came to capturing the colours. Subjects could be glue gunned / sellotaped on? - Please photograph (if needed) for evidence.</p>

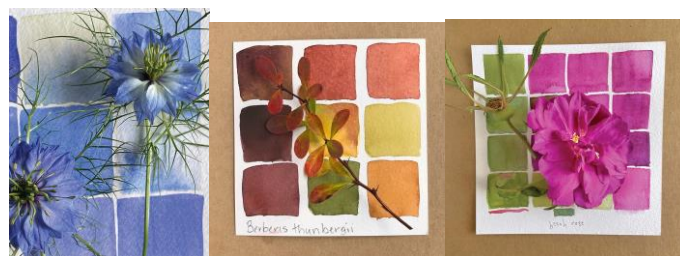
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5	Learning Objective: <i>To share, reflect and discuss.</i>	<i>Please see assessment details below.</i>
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Learning Outcome/product

The aim of this unit's lessons is a look-back / recap of children's general experiences and knowledge of how to use paints and mix colours with a focus on colour in particular. The outcome of these lessons will be a 'colour study' of a piece of nature, inspired by the methods and techniques of Lorene Edwards Forkner.



Assessment:



As part of the new art assessment process, the children display their work on tables / the floor for all to see and gather around. Encourage positive language and a celebration of each other's hard work. Adult to guide and model how to peer assess - share thoughts on each other's work;

- What do they like about their peer's artwork / what do they think they have done well? "I like X's work because..."
- Encourage self reflection: Is there anything you would do differently next time?
- What did you learn from the process of creating a colour study? Does it make you see colours differently now?
- What is the difference between tint, tone and shade?
- What did you learn / what key information can you remember about Lorene Edwards Forkner?